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## The role of mnemonic devices in learning new vocabulary in middle school EFL classes

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### Annotation

*This article analyzes the impact of using mnemonic devices in learning new vocabulary in middle school English classes. In modern education, effective vocabulary acquisition is an essential part of language learning, because students need a sufficient number of words to communicate, read, write, and understand English successfully. However, many learners find it difficult to remember new lexical items through traditional memorization methods. Therefore, teachers need to use more effective and student-centered techniques that help learners remember and apply new vocabulary more easily. The study focuses on how mnemonic techniques influence students' participation, interest, and ability to acquire new lexical items during English lessons. It also examines how these methods support students in remembering, correctly using, and applying new vocabulary in practical communication. Mnemonic devices, such as associations, images, acronyms, rhymes, and keyword techniques, can make vocabulary learning more meaningful and memorable for students. During the research, mnemonic techniques are compared with traditional memorization methods, and their effectiveness is evaluated. The findings show that the use of mnemonic devices helps students acquire vocabulary faster and more effectively, while also increasing their classroom engagement and motivation. The results of the study highlight the importance of using mnemonic techniques in English language teaching and provide practical recommendations for organizing a more effective and interactive vocabulary learning process.*

### Keywords

*Mnemonic devices, vocabulary learning, acquisition, memory, English language, middle school, teaching method*

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## O'rta maktablarda ingliz tili darslarida yangi lug'at boyligini o'zlashtirishda mnemonik texnikalarning ahamiyati

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### Annotatsiya

*Ushbu maqolada o'rta maktab ingliz tili darslarida yangi lug'at birliklarini o'rganishda mnemonik usullardan foydalanishning ta'siri tahlil qilinadi. Zamonaviy ta'lim jarayonida samarali lug'at o'zlashtirish til o'rganishning muhim qismi hisoblanadi, chunki o'quvchilar ingliz tilida muvaffaqiyatli muloqot qilish, o'qish,*

yo'zish va matnlarni tushunish uchun yetarli so'z boyligiga ega bo'lishlari kerak. Biroq ko'plab o'quvchilar an'anaviy yodlash usullari orqali yangi so'zlarni eslab qolishda qiyinchiliklarga duch keladilar. Shu sababli o'qituvchilar o'quvchilarga yangi so'zlarni osonroq eslab qolish va amalda qo'llashga yordam beradigan samarali hamda o'quvchiga yo'naltirilgan metodlardan foydalanishlari zarur. Tadqiqot mnemonik usullarning ingliz tili darslarida o'quvchilarning faolligi, qiziqishi va yangi lug'at birliklarini o'zlashtirish qobiliyatiga qanday ta'sir qilishini o'rganadi. Shuningdek, ushbu usullar o'quvchilarga yangi so'zlarni eslab qolish, to'g'ri ishlatish va amaliy muloqotda qo'llashda qanday yordam berishi ham ko'rib chiqiladi. Assotsiatsiyalar, tasvirlar, qisqartmalar, qofiyalar va kalit so'z texnikalari kabi mnemonik vositalar lug'at o'rganishni o'quvchilar uchun yanada mazmunli va esda qolarli qilishi mumkin. Tadqiqot davomida mnemonik usullar an'anaviy yodlash metodlari bilan taqqoslanadi va ularning samaradorligi baholanadi. Tadqiqot natijalari shuni ko'rsatadiki, mnemonik vositalardan foydalanish o'quvchilarga lug'atni tezroq va samaraliroq o'zlashtirishga yordam beradi, shuningdek, ularning darsdagi faolligi va motivatsiyasini oshiradi. Maqola ingliz tilini o'qitishda mnemonik usullardan foydalanishning ahamiyatini ta'kidlaydi hamda samarali va interaktiv lug'at o'rganish jarayonini tashkil etish bo'yicha amaliy tavsiyalar beradi.

**Kalit so'zlar** Mnemonik vositalar, lug'at o'rganish, o'zlashtirish, xotira, ingliz tili, o'rta maktab, o'qitish metodi

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## Роль мнемонических приёмов в усвоении новой лексики на уроках английского языка как иностранного в средних классах

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**Аннотация** В данной статье анализируется влияние использования мнемонических приёмов при изучении новой лексики на уроках английского языка в средних классах. В современном образовании эффективное усвоение словарного запаса является важной частью изучения языка, поскольку учащимся необходимо владеть достаточным количеством слов для успешного общения, чтения, письма и понимания английского языка. Однако многие учащиеся испытывают трудности при запоминании новых лексических единиц с помощью традиционных методов заучивания. Поэтому учителям необходимо использовать более эффективные и ориентированные на учащихся методы, которые помогут легче запоминать и применять новую лексику. Исследование сосредоточено на том, как мнемонические приёмы влияют на активность, интерес и способность учащихся усваивать

новые лексические единицы на уроках английского языка. Также рассматривается, каким образом данные методы помогают учащимся запоминать, правильно использовать и применять новую лексику в практическом общении. Мнемонические средства, такие как ассоциации, изображения, аббревиатуры, рифмы и техника ключевых слов, могут сделать изучение лексики более осмысленным и запоминающимся для учащихся. В ходе исследования мнемонические приёмы сравниваются с традиционными методами заучивания, а также оценивается их эффективность. Результаты исследования показывают, что использование мнемонических средств помогает учащимся быстрее и эффективнее усваивать лексику, одновременно повышая их активность и мотивацию на уроке. В статье подчёркивается важность применения мнемонических приёмов в преподавании английского языка и предлагаются практические рекомендации по организации более эффективного и интерактивного процесса изучения лексики.

**Ключевые слова**

*Мнемонические средства, изучение лексики, усвоение, память, английский язык, средняя школа, метод преподавания*

**Introduction**

Learning new vocabulary is one of the main challenges for students who study English as a foreign language. Many middle school learners find it difficult to remember new words, especially when they try to memorize them without any meaningful connection or practice. As a result, students often forget vocabulary quickly and have trouble using it in real communication (Nation, 2001).

Because of this, teachers look for simple and effective ways to support vocabulary learning. One of these ways is the use of mnemonic devices. Mnemonics help learners remember information by creating associations between new words and images, sounds, or familiar ideas. This makes the learning process more interesting and easier to understand (Oxford, 1990).

When students use mnemonic techniques, they are more actively involved in the learning process. They do not just repeat words but try to connect them with meaningful patterns. This can improve their memory and help them recall vocabulary when needed.

Vocabulary learning is also closely related to students' confidence in using a foreign language. When learners remember words more easily, they feel more comfortable speaking and participating in class activities. This can lead to better overall language development (Thornbury, 2002).

This paper explores the role of mnemonic devices in learning new vocabulary in middle school English classes. It examines how these techniques influence students' ability to remember and use new words during the learning process.

**Literature review**

Vocabulary learning has always been considered one of the key components of language acquisition. Many researchers note that students often face difficulties in remembering new words, especially when they rely only on repetition or memorization without meaningful context. Because of this, different strategies have been introduced to support vocabulary learning in more effective ways.

Mnemonic devices are among the strategies that help learners remember

information more easily. These techniques are based on creating connections between new words and familiar ideas, images, or sounds. Such connections make information more memorable and easier to recall later.

Researchers suggest that when students use mnemonic techniques, they become more involved in the learning process. Instead of passively memorizing words, they actively create associations, which helps them understand and retain vocabulary better. This process also supports long-term memory, as information linked to meaningful or visual cues is easier to remember.

Another important aspect discussed in previous studies is student engagement. Active participation plays a significant role in successful language learning. When learners are interested and involved in classroom activities, they are more likely to remember new material. Mnemonic devices can increase students' interest because they make learning more interactive and less stressful.

In addition, memory and language learning are closely connected. Some studies show that learners remember vocabulary more effectively when they use different types of memory strategies. Mnemonics are considered one of the most practical tools, as they combine imagination, creativity, and cognitive processing.

Overall, earlier research indicates that mnemonic devices can be a useful support tool in vocabulary learning. They not only help students remember words but also make the learning process more engaging and meaningful.

### **Methodology**

This study was conducted in a middle school English class to explore how mnemonic devices influence vocabulary learning. A total of 30 students participated in the research. They were divided into two groups with equal numbers of learners.

The first group studied vocabulary using traditional methods such as repetition, translation, and simple exercises. The second

group used mnemonic techniques, including associations, visual images, and short memory-based activities that helped connect new words with familiar ideas. Mnemonic strategies are considered useful because they support deeper processing and stronger memory connections (Atkinson, 1975).

The research was carried out during regular English lessons over a certain period of time. Both groups were taught the same vocabulary topics to ensure fairness in comparison. The only difference was the method used to learn and practice the words.

Student participation and interest were observed during the lessons. Attention was given to how actively students took part in activities, answered questions, and interacted with others. In addition, vocabulary learning was checked through short tasks, such as matching words with meanings, completing sentences, and recalling previously learned words. Vocabulary tasks of this kind are important for measuring how well students retain and use new lexical items (Schmitt, 2000).

The results from both groups were compared to understand whether mnemonic devices had any effect on students' ability to remember and use new vocabulary. This approach made it possible to identify differences between traditional learning and mnemonic-based learning. Such comparison is valuable in language teaching research because different learning strategies may influence vocabulary development in different ways (Rodgers, 2014).

### **Analysis and Discussion**

The results of the study show clear differences between the two groups of students. Those who used mnemonic devices during vocabulary learning were generally more active and more interested in classroom activities. They participated more often, responded faster to questions, and showed greater involvement in tasks.

In contrast, students in the traditional group were less active. Many of them relied

mainly on repetition and showed limited participation during lessons. This suggests that traditional methods may not always be effective in keeping students engaged.

One of the most noticeable differences was in vocabulary recall. Students who used mnemonic techniques were able to remember more words and use them more correctly. When new vocabulary was connected with images or simple associations, it became easier for students to recall it later. This shows that meaningful connections can improve memory.

Another important observation is that mnemonic devices helped students feel more confident. They were less afraid of making mistakes and more willing to use new words in speaking and writing. This created a more open and supportive classroom environment.

The use of mnemonic techniques also made the learning process more interesting. Students seemed to enjoy activities that involved imagination and creativity. This increased their motivation and helped them stay focused during lessons.

However, it is important to note that mnemonic devices should be used carefully. If they are too complex or not related to the lesson, they may confuse students. Teachers should choose simple and clear techniques that support learning goals.

Overall, the findings suggest that mnemonic devices are more effective than traditional methods in helping students remember and use new vocabulary. They support both memory and classroom

participation, making the learning process more effective and engaging.

### Conclusion

This study examined the role of mnemonic devices in learning new vocabulary in middle school English classes. The findings show that using simple memory techniques can support students in both remembering and using new words more effectively.

Students who used mnemonic devices were more active during lessons and showed greater interest in learning activities. They were also able to recall vocabulary more easily compared to those who relied on traditional methods. This suggests that connecting new words with images or associations can improve memory and make learning more meaningful.

Another important result is that mnemonic techniques helped students feel more confident. When learners were able to remember words more easily, they were more willing to participate in class and use English in practice. This created a more comfortable and supportive learning environment.

At the same time, it is important for teachers to use mnemonic devices in a simple and clear way. If the techniques are too complicated, they may not be effective. Therefore, teachers should choose appropriate methods that match students' level and lesson goals.

In conclusion, mnemonic devices can be a useful tool in vocabulary teaching. They help students learn in a more active and engaging way and support better long-term memory of new words.

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